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ABSTRACT

The public image of Georgia State University (GSU) has been of continuing interest to the faculty and administration. In 1977, 1981, 1985, and 1990, a survey of high school counselors in the State of Georgia was conducted in order to gain further insight into the image of GSU. Responses from 331 Georgia high school counselors were analyzed. Principal findings were as follows: (1) words most frequently used to describe GSU were urban, convenient, excellent, comprehensive, cosmopolitan, and good; (2) several fields of study were found to have strong reputations among high school counselors, including business administration, counseling education, finance, teacher education, management, computer science, and public and urban affairs; (3) aspects of GSU most frequently rated excellent were academic quality, the library, admissions information, and faculty reputation--parking and financial aid availability were regarded less favorably; (4) GSU students were perceived to be scholastically above average by 38 percent of the respondents, and average by 74 percent; (5) almost all of the respondents had received previous information about GSU, frequently from the university catalog; (6) many counselors indicated an interest in receiving the general catalog and information on financial aid, housing, applications, academic programs, and honors programs; and (7) more than half of the respondents in the Atlanta metropolitan area reported that they had had prior contact with GSU. (Author/LLL)

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Perceptions of High School Counselors: Analysis of Survey Results

Institutional Research Report
No. 91-10

by

Carol A. Hand

CG024108

Office of Institutional Research
Georgia State University
May 1991

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Abstract

Georgia high school counselors have been surveyed four times in order to gather information on their perceptions of Georgia State University. In 1978, 1981, 1985 and fall 1990, high school counselors were questioned to determine how opinions have changed over time. While high school counselors are known to have only a minor impact on college choice, their perceptions can provide valuable information. Responses from 331 high school counselors in the state of Georgia were analyzed.

Principal findings are as follows:

* The words most frequently used by high school counselors to describe GSU were **urban**, **convenient**, **excellent**, **comprehensive**, **cosmopolitan** and **good**.

* Several fields of study were found to have strong reputations among high school counselors. These include Business Administration, Counseling Education, Finance, Teacher Education, Management, Computer Science and Public and Urban Affairs.

* Aspects of GSU most frequently rated excellent were academic quality, the library, admissions information and faculty reputation. Parking and financial aid availability were regarded less favorably.

* In terms of scholastic ability, GSU students were perceived as above average by 38% of the respondents, and average by 47%.

* Almost all (93%) of the respondents had received previous information about GSU. The most frequent source of information was the university catalog.

* Many counselors indicated an interest in receiving the general catalog (84%) and information on financial aid (84%). Concern for housing was a recurring theme. Other items of interest frequently indicated were applications, academic programs, and honors programs.

* More than half of the respondents in the Atlanta metropolitan area (61%) reported they had prior contact with GSU. A majority (71%) of Atlanta area counselors reported that students frequently inquire about GSU.

Perceptions of High School Counselors:

Analysis of Survey Results

The public image of Georgia State University has been of continuing interest to the faculty and administration. In 1977, 1981, 1985 and fall 1990, a survey of high school counselors in the state of Georgia was conducted in order to gain further insight into the image of GSU. The original survey and subsequent replications provide unique data from individuals likely to have informed opinions about GSU. These opinions are based both on their own personal experiences with GSU and on the perceptions held by the high school seniors with whom they interact.

For the purposes of the current high school counselor survey, mailing addresses were obtained from the Division of Pupil Personnel Services of the State Department of Education for high school counselors in the state of Georgia. The survey instrument (see Appendix A) was similar to that used in previous years, but was updated in appropriate areas.

Limitations

It should be noted that the survey was sent to high school counselors whose names were provided by the State Department of Education; it was not possible to determine if the respondents were the counselors actually charged with counseling juniors and seniors about college selection, or with coordinating high school visits by GSU staff. Additionally, respondents in their first year of counseling may be unaware of previous contacts between their high school and GSU.

It should also be stressed that high school counselors play a relatively minor role in the college selection process, with peers and parents having a much greater influence on the student's choice of a college.

Findings

The findings are organized into three sections. Response percentages by high school location are presented first, followed by responses by year and write-in responses. Counselor characteristics are presented in the appendix.

Response Percentages By Location

Response percentages by high school location and total are presented in Table 1. The high school locations are categorized as within the Atlanta metropolitan area, 25 to 49 miles from GSU, 50 to 100 miles away, and more than 100 miles away. Response percentages are given for high school characteristics, general questions, ratings of undergraduate fields, ratings of services, perceptions of GSU, and high school counselor characteristics.

High School Characteristics. The majority (75%) of high schools represented in the survey serve grades 9 through 12. In the Atlanta metro area, 27% of the schools served grades 8 through 12. Thirty-nine percent of all respondents reported enrollments of 800-1299, 26% had 1300-1999, and 20% had 500-799. In terms of student body characteristics, 71% of all the schools reported a white percentage rate of 50% or greater. In the metro area, 53% of the schools reported white percentage rates of 50% or greater.

The most frequently (36%) reported size range of the graduating class was found to be 200-299, followed by 100-199 (30%), and 300-499 (20%). Of schools in the metro area, 39% had a graduating class of 200-299, and 31% had 300-499. The percentages of graduates who attend college tended to be higher for metro area schools. For example, 30% of the metro high schools reported college attendance rates of 50% to 69%, and 33% reported rates of 70% to 89%. Only 16% of all schools reported rates of 70% to 89%.

The responding high schools tended to be located in rural (37%) and suburban (36%) areas, with 26% located in cities.

General Questions. A large number of counselors (93%) had received previous information about Georgia State University. The most frequent source of information was the university catalog (90%), followed by brochures (43%), contact with the university (37%) and admissions letters (30%). Few counselors received information from videos (9%) or the news media (6%). Percentage rates for receiving information were higher in every case for the metro area. For example, 61% of counselors in the metro area reported contact with the university, compared with 37% for all counselors.

As expected, counselors from schools closer to GSU were more likely to report students frequently inquiring about the university. In the metro area, 71% reported that students frequently asked about GSU, compared with 62% for schools 25 to 49 miles away, 22% for schools 50 to 100 miles away, and 11% for schools located more than 100 miles from the university.

Counselors were asked to indicate the types of information they would find helpful in their counseling. The catalog and information on financial aid were most frequently selected, with 84% of all respondents checking each of these items. Counselors also indicated that information about applications (77%), academic programs (63%), honors programs (52%), housing (46%), student employment (43%) and social life (29%) would be helpful. Counselor handbooks (57%), college fairs (43%), counselor workshops (40%), campus tours (35%), student workshops (32%) and parent/student receptions were seen as potentially helpful sources of information.

Patterns of responses for Atlanta area high schools were similar to those reported for all schools. However, Atlanta area counselors tended to be more interested in honors programs (61%), counselor workshops (49%), student workshops (42%) and social life (37%) than were counselors in general. Fewer Atlanta area counselors (30%) indicated an interest in housing.

Ratings of Undergraduate Fields. Counselors were asked to rate various fields of study using a scale which ranged from excellent to poor and which also included the "unknown" option.

Several fields of study at GSU were found to have strong reputations among high school counselors. Fields which were frequently rated "A" (excellent) included Business Administration (58%), Counseling Education (42%), Finance (42%), Teacher Education (36%), Management (34%), Computer Science (26%) and Public and Urban Affairs (25%). Counselors at high schools in the Atlanta area tended to rate these fields as excellent even more frequently.

For example, 73% of Atlanta area counselors gave Business Administration a rating of excellent, compared with 58% of all respondents.

The reputations of a majority of undergraduate fields of study were unkown by many counselors. There were 17 out of 25 fields for which more than half of all respondents indicated they did not know the reputation. This finding was stronger for all counselors than for those at high schools in the Atlanta area.

Ratings of Other Qualities. Counselors were asked to rate specific aspects of GSU using the same scale (ranging from excellent to poor) as the previous item. Features most frequently rated excellent were academic quality (42%), the library (28%), admissions information (27%), faculty reputation (25%), the administration (22%) and the admissions process (20%). Compared with all respondents, Atlanta area counselors gave excellent ratings more frequently to admissions information, the admissions process and the library.

Responses to several items suggest areas that high school counselors may regard less favorably. For example, 18% of the respondents rated parking average, while another 25% rated it poor. Financial aid availability was rated average by 18% of the counselors, while 21% had a similar opinion of athletics at GSU. Safety was rated good by 15%, average by 18% and poor by only 6%. Almost half (45%) of the respondents rated safety unknown. Patterns of response for Atlanta area counselors were similar to those of the group in general.

Responses varied from excellent to poor for several items related to admissions. When asked about communication with the admissions office, the most frequent response was excellent (18%), followed by good (17%), average (15%) and poor (7%). For personal contact with the admissions office, responses were greatest for good (20%) and excellent (15%), and lower for average (10%) and poor (8%).

Many counselors indicated that the quality of some aspects of GSU was unknown to them. Areas with a high percentage of respondents choosing the "unknown" option include vocational counseling (86%), housing help (72%), job placement (71%), study skills program (67%), public outreach (64%), recreational programs (64%), personal counseling (62%), and student orientation (60%). Other areas include minority programs (58%), student activities (56%), developmental programs (53%) and the advisement process (50%). Compared with all counselors, the frequency of unknown responses tended to be lower for Atlanta area counselors, with the exceptions of housing help (79%) and job placement (73%).

Perceptions of GSU. Counselors were asked about their perceptions of the scholastic ability of GSU students compared with students at other institutions in the state. Almost half (47%) chose average, while 38% said above average and 7% selected below average. Atlanta area counselors were more likely to select average (61%) than were respondents in general.

Counselors were asked to indicate the percentage of minority students enrolled at GSU. The most frequently chosen response was

30% minority enrollment, followed by 20% and 40%. Ten percent of all respondents indicated they thought GSU had a minority enrollment of 50%, but only 6% of Atlanta counselors chose that response. Counselors were also asked to indicate the average age of undergraduate students at GSU -- the most frequently selected response was 24 years old (24%), followed by 22 years old (20%) and 26 years old (18%).

When asked to rate the overall quality of GSU, compared to other institutions in the state, 56% rated GSU above average, and 30% rated it average. Percentages for Atlanta counselors were slightly higher (59% above average and 33% average).

Response Percentages By Year

Table 2 presents response percentages for Atlanta area high school counselors for 1990, along with percentages for previous surveys administered in 1978, 1981 and 1985.

General Questions. Compared with the 1985 survey, in 1990 a lower proportion of Atlanta area counselors reported receiving information from brochures (52%). This was also the case for information from the news media (10%). On the other hand, a higher percentage of counselors reported students frequently asking about GSU in 1990 (71%) compared with 1985 (63%). The highest percentage for this item was in 1981 (80%), with 1978 responses at 71%.

When asked what types of information would be helpful, Atlanta area counselors selected three items more frequently in 1990 than in 1985 -- honors program, college fairs and counselor handbook.

All other items were selected equally or less frequently in 1990 compared with the previous survey. However, percentages for most items were greater in 1990 than in 1978 or 1981.

Ratings of Undergraduate Fields. Ratings of undergraduate fields in 1990 tended to be similar to those found in the 1985 survey; however, the percentage of counselors selecting the "unknown" option was greater for most fields in 1990 than in the previous survey. Ratings of excellent and good were fewer in 1990 for health sciences, while ratings of excellent were more frequent for the fields of public and urban affairs and teacher education.

Ratings of Other Qualities. Ratings of excellent for several aspects of GSU were more frequent in 1990 compared with previous years. This was true for admissions information, the admissions process and registration. Areas with a lower proportion of excellent ratings in 1990 include the administration, facilities, the library and public outreach.

Perceptions of GSU. Respondents were asked to compare students at GSU with those at other institutions in the state in terms of scholastic ability. The percentage of Atlanta area counselors choosing "above average" increased over time, from 14% in 1978 to 34% in 1990.

Write-In Responses

One-Word Descriptors. Counselors were asked to describe GSU using one word; the responses are arranged alphabetically within frequency of response and presented below. The word "urban" was

the most frequently given (18 times), followed by "convenient" (13) and "excellent" (12). The words comprehensive, cosmopolitan and good were each used four times.

Urban (18)
Convenient (13)
Excellent (12)

<u>One Response</u>
A "run-around"
Available
Average
Basketball
Big City
Busy
City
Cold
Commendable
Commuter
Competent
Contemporary
Crowded
Dependable
Difficult
Distant
Diverse
Eclectic
Exciting
Fair
Fine
Good School
Good-buy
Great
Hassel
Inovative
Interesting
Massive
Multifac
Mystery
Near-by
Non-discrete
Ok
Openness
Overwhelming
Potential
Racially
Red Tape
Rising
Selective
Success
Thriving
Too busy
Total
Tough
Traffic
Unappreciative
Uncooperative
Unfamiliar
Uptown
Upward
Urban University
Urbanized
Vague
Variety
Versatile
Very Urban
Vital
Well kept
Well known

<u>Two Responses</u>
Above average
Atlanta
Big
Business
Bustling
Concrete
Diversified
Downtown
Quality
Reputable
Respected
Super

<u>Three Responses</u>
Academic
Accessible
Dynamic
Efficient
Graduate
Impersonal
Metropolitan
Outstanding
Progress
Unknown

<u>Four Responses</u>
Comprehensive
Cosmopolitan
Good

Comments on Public Image. Counselors were asked write any additional comments regarding how they perceive the public image of GSU. These comments are provided in Appendix B, along with the county of each respondent. Overall, the comments given reflected a positive public image for this institution.

Comments on the Admissions/Recruitment Process. Counselors were asked to give additional comments regarding the admissions and recruitment processes at GSU. These comments, and the county of the respondent, are listed in the appendix. Many comments were positive; many others indicated a lack of familiarity with the admissions and recruitment processes.

Comments on Enhancing Services. High school counselors were asked to list two ways GSU could enhance its services. These suggestions and the county of the respondent are provided in the appendix. A wide variety of suggestions were given, but a concern for student housing was a recurring theme.

Miscellaneous Comments. Respondents sometimes wrote in comments next to several of the close-ended survey items. A list of these comments and the county of the respondent are provided in the appendix and are organized by questionnaire item. These comments provide additional information and tended to be consistent with comments provided elsewhere on the survey.

Most Frequently Chosen Colleges. Respondents were asked to list the three colleges their students asked about most frequently. Colleges listed most frequently were the University of Georgia (179), Georgia Southern University (128), Georgia Institute of

Technology (49), West Georgia College (35), Georgia State University (25), Valdosta State College (24) and North Georgia College (20).

A description of counselor characteristics can be found in Appendix C.

Summary and Conclusions

This study has replicated earlier surveys of high school counselors, with the purpose of determining the image of GSU as perceived by high school counselors in the Atlanta metropolitan area and in the state of Georgia. Responses from 331 high school counselors in the state were analyzed.

Almost all (93%) of the respondents had received previous information about GSU, and the most frequent source of information was the university catalog. More than half of the respondents in the Atlanta metropolitan area (61%) reported they had prior contact with GSU. A majority (71%) of Atlanta area counselors reported students frequently inquiring about GSU.

Many counselors indicated an interest in receiving the general catalog (84%) and information on financial aid (84%). Other items of interest frequently indicated were applications, academic programs, honors programs and housing. Several fields of study were found to have strong reputations among high school counselors, including Business Administration, Counseling Education, Finance, Teacher Education, Management, Computer Science and Public and Urban Affairs.

Aspects of GSU most frequently rated excellent were academic quality, the library, admissions information and faculty reputation. Parking and financial aid availability were regarded less favorably. In terms of scholastic ability, GSU students were perceived as above average by 38% of the respondents, and average by 47%. The words most frequently used to describe GSU were urban, convenient, excellent, comprehensive, cosmopolitan and good.

The results of this survey show that GSU continues to have a positive public image among high school counselors in the Atlanta metropolitan area and in the State of Georgia. This survey has identified many strengths on which to further build the reputation of GSU.

Table 1
Response Percentages by Location

HIGH SCHOOL CHARACTERISTICS

	Atlanta	25-49	50-100	101+	Total
Grade Level					
Less than 7-12			4	3	2
7-12			1	7	2
8-12	27	4	15	11	18
9-12	70	92	75	77	75
10-12	3	4	4	3	3
11-12	1				1
Enrollment					
Less than 200	3		2	1	2
200-299		4			1
300-499	4	4	11	6	6
500-799	10	12	28	29	20
800-1299	38	32	46	36	39
1300-1999	35	28	11	25	26
2000+	10	20	3	3	8
High School % White					
0-9	18	4	3	3	9
10-29	2		3	6	3
30-49	24		13	19	18
50-69	13	28	25	44	26
70-89	12	28	25	18	20
90+	28	40	31	11	25
High School % Black					
0-9	30	42	31	11	26
10-29	15	21	25	19	19
30-49	17	38	18	40	25
50-69	13		22	21	16
70-89	9		3	8	6
90+	17		2	1	7
High School % Asian					
0-9	93	100	98	100	97
10-29	7		2		3
High School % Hispanic					
0-9	98	100	100	98	99
10-29	2			2	1
HS % Other					
0-9	100	100	100	97	99
10-29				3	1
Size of Graduating Class					
Less than 50	2		2	4	2
50-99	6	4	11	18	10
100-199	20	21	49	31	30
200-299	39	33	33	34	36
300-499	31	38	6	13	20
500+	3	4			2
Percent Attend College					
Less than 10%	4		1		2
10%-29%	4		20	35	15
30%-49%	20	63	44	44	36
50%-69%	30	25	29	17	26
70%-89%	33	13	4	3	16
90% and above	9		1	1	4
Location					
City	30	15	22	25	26
Rural	2	46	60	63	37
Suburban	67	39	13	11	36
No Response	1		6	1	2

	Atlanta	25-49	50-100	101+	Total
Type of School					
Public	96	92	96	92	94
Private				1	1
No Response	5	8	4	7	5
GENERAL QUESTIONS					
Received GSU Information					
Yes	95	96	92	91	93
No	4	4	7	7	5
No Response	2		1	3	2
Received Info from:					
Catalog	94	92	90	84	90
Admissions Letter	42	8	28	23	30
Brochures	52	58	39	28	43
Video	15	12	3	4	9
News media	10		4	3	6
Former Students	36	31	8	8	21
Experience as Student	21	23	14	5	15
Contact w/ Univ.	61	35	25	13	37
Counselor Newsletter	19	4	17	7	14
Students ask about GSU					
Frequently	71	62	22	11	42
Infrequently	26	39	72	79	53
Never	1		4	7	3
No Response	2		1	4	2
Helpful Information					
Catalog	83	89	79	87	84
Application	80	73	79	71	77
Academic programs	66	62	69	52	63
Honors Program	61	46	56	39	52
Housing	30	50	60	53	46
Financial Aid	86	92	86	76	84
Student Employment	40	42	54	36	43
Social Life	37	27	28	20	29
Counselor Workshops	49	54	33	28	40
Student Workshops	42	46	24	21	32
Parent/Stu. Reception	19	19	21	20	20
College Fairs	46	58	40	35	43
Newspaper Ads	8	8	13	8	9
Counselor Handbook	63	50	58	51	57
Campus Tours	38	42	40	24	35
Ratings of Undergraduate Fields					
Art					
A	19	15	11	7	13
B	20	19	15	8	15
C	2	8		5	3
D	1	9			1
UN	52	54	65	65	59
NR	7	4	8	15	9
Biology					
A	13	8	11	7	10
B	21	19	17	11	17
C	5			5	4
D	1				1
UN	54	69	64	63	60
NR	7	4	8	15	9

	Atlanta	25-49	50-100	101+	Total
Business Administration					
A	73	69	46	41	58
B	12	4	1	13	9
C	2			1	1
D				1	1
UN	6	23	44	28	23
NR	7	4	8	15	9
Chemistry					
A	8		13	5	8
B	18	23	14	9	15
C	5	8		4	4
D	1				1
UN	61	65	65	67	64
NR	7	4	8	15	9
Communication					
A	22	27	21	11	19
B	28	12	13	13	19
C	3	4		1	2
D					
UN	40	54	58	60	51
NR	7	4	8	15	9
Computer Science					
A	31	46	22	13	26
B	19	15	11	20	17
C	1			3	1
D				1	1
UN	42	35	58	48	47
NR	7	4	8	15	9
Counseling Education					
A	49	54	46	23	42
B	27	19	14	24	22
C	2	4	1	1	2
D	2		1	1	2
UN	13	19	29	36	24
NR	7	4	8	15	9
Criminal Justice					
A	19	42	18	9	18
B	26	23	13	13	19
C	1		1	3	1
D	3				1
UN	45	31	60	60	51
NR	7	4	8	15	9
Curriculum and Instruction					
A	29	19	25	9	22
B	15	31	11	13	15
C	4	8	3	5	4
D	2				1
UN	44	39	53	57	49
NR	7	4	8	15	9
Finance					
A	56	50	31	28	42
B	13	4	8	15	11
C	2			3	1
D					
UN	22	42	53	40	37
NR	7	4	8	15	9

	Atlanta	25-49	50-100	101+	Total
Geography					
A	8		8	5	7
B	13	15	10	11	12
C	5	4	4	5	4
D					
UN	67	77	69	64	68
NR	7	4	8	15	9
Health Sciences					
A	21	27	19	11	18
B	21	15	13	16	17
C	4	4		4	3
D	1				1
UN	47	50	60	55	53
NR	7	4	8	15	9
Hospitality					
A	16		14	15	14
B	19	19	8	9	14
C	5	8	3	5	5
D	1				1
UN	52	69	67	56	58
NR	7	4	8	15	9
Humanities					
A	15	8	25	7	15
B	20	15	8	12	14
C	2	8	1	4	3
D				1	1
UN	56	65	57	61	59
NR	7	4	8	15	9
Insurance					
A	25	12	13	15	18
B	14	15	14	11	13
C	1			5	2
D					
UN	53	69	65	55	58
NR	7	4	8	15	9
Languages					
A	8	4	13	7	8
B	21	15	11	12	15
C	3	4	1	5	3
D					
UN	62	73	67	61	64
NR	7	4	8	15	9
Management					
A	45	54	24	21	34
B	14	4	13	11	12
C	1			3	1
D					
UN	33	39	56	51	44
NR	7	4	8	15	9
Music					
A	23	12	15	12	17
B	18	8	6	8	11
C	5	8	4	7	6
D					
UN	46	69	67	59	57
NR	7	4	8	15	9

	Atlanta	25-49	50-100	101+	Total
Nursing					
A	27	27	24	11	22
B	20	19	10	9	14
C	5	4	1	4	4
D					
UN	42	46	57	61	51
NR	7	4	8	15	9
Physical Sciences					
A	12	4	15	5	10
B	17	15	11	9	13
C	5	4		5	4
D					
UN	59	73	65	65	64
NR	7	4	8	15	9
Pre-Med					
A	12	4	21	11	13
B	16	12	11	12	13
C	5	4	1	5	4
D					
UN	60	77	58	57	60
NR	7	4	8	15	9
Pre-Law					
A	19	19	26	11	19
B	19	15	7	15	14
C	4	8		5	4
D					
UN	52	54	58	55	54
NR	7	4	8	15	9
Public and Urban Affairs					
A	32	23	24	16	25
B	18	15	11	11	14
C	3	4	1	5	3
D	1				1
UN	39	54	56	53	48
NR	7	4	8	15	9
Social Sciences					
A	11	4	22	9	13
B	19	19	11	13	15
C	3	4	1	5	3
D					
UN	61	69	57	57	60
NR	7	4	8	15	9
Teacher Education					
A	42	50	38	21	36
B	28	23	11	17	20
C	5	8	3	4	4
D	1				
UN	18	15	40	43	30
NR	7	4	8	15	9
<u>Evaluation of:</u>					
Academic Quality/Excellence					
A	39	39	50	39	42
B	42	35	18	25	31
C	7	4			3
D					
UN	7	12	21	16	13
NR	5	12	11	20	11

	Atlanta	25-49	50-100	101+	Total
Administration					
A	21	19	28	17	22
B	35	19	13	16	23
C	6	8	1	3	4
D	1	4			1
UN	32	42	47	43	40
NR	5	8	11	21	11
Admissions Information					
A	35	19	25	20	27
B	33	23	25	20	27
C	15	19	8	8	12
D	4	4		4	3
UN	9	27	31	27	21
NR	5	8	11	21	11
Admissions Process					
A	24	27	22	11	20
B	38	23	22	20	28
C	17	15	6	7	11
D	6	4	1	3	4
UN	10	23	38	39	26
NR	5	8	11	21	11
Advisement Process					
A	13	4	8	5	9
B	19	23	17	9	16
C	15	12	8	4	10
D	7	12		1	4
UN	42	42	56	59	50
NR	5	8	11	21	11
Athletics					
A	3		3	4	3
B	13	8	13	7	11
C	31	27	15	9	21
D	7	12	4	7	7
UN	42	46	54	52	48
NR	5	8	11	21	11
Financial Aid Availability					
A	10	4	8	11	9
B	25	8	19	13	19
C	27	15	11	12	18
D	2	8		3	2
UN	32	58	50	40	41
NR	5	8	11	21	11
Communication with Admissions					
A	22	12	17	15	18
B	22	23	14	11	17
C	26	12	6	8	15
D	8	8	4	8	7
UN	17	39	49	37	32
NR	5	8	11	21	11
Developmental Programs					
A	10	4	10	7	8
B	31	12	10	5	17
C	17		6	5	10
D	3			1	1
UN	35	77	64	60	53
NR	5	8	11	21	11

	Atlanta	25-49	50-100	101+	Total
Facilities					
A	22	12	14	11	16
B	38	31	15	19	26
C	15	15	10	13	13
D	5	4	3	1	3
UN	16	31	46	33	30
NR	5	8	12	23	11
Faculty Reputation					
A	27	19	29	20	25
B	41	31	15	25	30
C	10	8	3	3	6
D	1	4		1	1
UN	17	31	42	28	27
NR	5	8	11	23	11
Housing Help					
A	1	4	3	5	3
B	8		10	7	7
C	8	4	4	4	6
D		8		1	1
UN	79	77	72	60	72
NR	5	8	11	23	11
Job Placement					
A	4		4	4	4
B	10	4	7	7	8
C	8	4	3	4	5
D	1	8		1	1
UN	73	77	75	61	71
NR	5	8	11	23	11
Library					
A	38	27	29	13	28
B	24	15	10	12	17
C	7	8		1	4
D	2	4		1	1
UN	24	39	50	49	39
NR	5	8	11	23	11
Minority Programs					
A	9	8	10	8	9
B	18	8	11	13	14
C	12	4	1	1	6
D	5	4		3	3
UN	53	69	67	52	58
NR	5	8	11	23	11
Parking					
A	1		1	3	1
B	16	8	6	7	10
C	30	12	13	9	18
D	35	39	21	9	25
UN	14	35	49	49	34
NR	5	8	11	23	11
Personal Contact w/ Admissions					
A	22	4	15	8	15
B	30	23	14	12	20
C	13	8	10	5	10
D	10	15	1	8	8
UN	21	42	49	44	36
NR	5	8	11	23	11

	Atlanta	25-49	50-100	101+	Total
Personal Counseling					
A	8	8	8	4	7
B	14	8	7	5	10
C	9	8	4	5	7
D	5	11		1	4
UN	59	54	59	61	62
NR	5	8	11	23	11
Public Outreach					
A	9	4	11	7	8
B	14	12	6	7	10
C	8		1	4	5
D	2	4		3	2
UN	63	73	71	57	64
NR	5	8	11	23	11
Recreational Programs					
A	8	8	3	3	5
B	17	12	11	8	13
C	7	8	3	5	6
D	1	4		1	1
UN	63	62	72	60	64
NR	5	8	11	23	11
Recruitment Process					
A	15	8	6	5	10
B	21	12	15	11	16
C	16	12	7	15	13
D	10	8	3	4	6
UN	33	54	58	43	44
NR	5	8	11	23	11
Registration					
A	25	23	6	4	14
B	16	15	11	13	14
C	22	8	6	7	13
D	4	8	1	1	3
UN	29	39	65	52	45
NR	5	8	11	23	11
Safety					
A	8	8	2	4	6
B	24	12	8	8	15
C	26	23	14	7	18
D	7	8	6	4	6
UN	30	42	58	55	45
NR	5	8	11	23	11
Student Activities					
A	7	4	6	5	6
B	24	12	8	11	15
C	15	19	4	4	10
D	1	8		3	2
UN	48	50	71	55	56
NR	5	8	11	23	11
Student Fees					
A	12	4	7	7	8
B	28	12	17	13	20
C	11	23	6	5	9
D	4	4	1	1	3
UN	42	50	58	51	49
NR	5	8	11	23	11

	Atlanta	25-49	50-100	101+	Total
Student Orientation					
A	12	12	6	7	9
B	28	8	8	8	16
C	3	15	1	3	4
D		4		1	1
UN	54	54	74	59	60
NR	5	8	11	23	11
Study Skills Program					
A	7	4	3	4	5
B	17	8	7	5	11
C	8	8	3	4	6
D				1	1
UN	63	73	76	63	67
NR	5	8	11	23	11
Transcript/Records					
A	15	8	14	12	13
B	27	27	14	11	19
C	15	8	3	3	8
D	11	4	1	1	5
UN	27	46	57	51	43
NR	5	8	11	23	12
Vocational Counseling					
A	5	4	10	8	7
B	20	8	7	5	12
C	5	8	1	5	4
D	1			1	1
UN	66	73	71	57	86
NR	5	8	11	23	11
GSU Students vs. Others					
Above Ave	34	50	43	36	38
Ave	61	46	38	37	47
Below Ave	2	4	8	15	7
UN					
NR	4		11	12	7
Perceived % Minority					
10%	11	8		5	6
20%	21	12	15	11	16
30%	20	23	19	15	19
40%	12	8	14	12	12
50%	6	8	15	12	10
60%	2			1	1
80%				1	1
No Response	29	42	36	43	35
GSU Quality					
Above Average	59	62	54	51	56
Average	33	35	29	25	30
Below Average	1				1
Unknown	3		7	8	5
No Response	5	4	10	15	9
Perceived Age					
20 years	13	12	14	5	11
22 years	22	12	21	17	20
24 years	29	35	19	19	24
26 years	20	15	10	23	18
No Response	16	27	36	36	27

	Atlanta	25-49	50-100	101+	Total
COUNSELOR CHARACTERISTICS					
Gender					
Male	24	27	29	29	27
Female	74	65	68	65	70
NR	2	8	3	4	3
Age					
20-29		5	7	6	4
30-39	15	21	18	17	17
40-49	49	53	47	50	49
50-59	31	21	21	23	25
60-69	6		7	4	5
NR					
Minority Status					
White	77	77	82	83	80
Black	19	15	13	12	15
Other	1		1	1	1
NR	4	8	4	4	4
Highest Degree					
Bachelor's	36	46	56	57	47
Master's	53	46	39	39	45
Specialist	8	4	1		4
Doctorate	4	4	4	4	4
NR					
Years as Counselor					
0-1			4	3	2
2-4	13	29	13	22	17
5-9	16	13	16	13	15
10-19	37	42	41	46	41
20+	35	17	26	16	26
NR					
Primary Responsibility					
Counseling	94	92	94	92	93
Other	3	4	1	3	3
NR	4	4	4	5	4
Attend GSU?					
Yes, Degree	35	31	7	3	19
Yes, No Degree	21	8	17	9	16
Never Attended	39	54	71	80	59
NR	5	8	6	8	5

Table 2
Response Percentages by Year

GENERAL QUESTIONS	1978	1981	1985	1990
Received GSU Information				
Yes	91	100	98	95
No	9		2	4
No Response				2
Received Info from:				
Catalog	91	98	94	94
Admissions Letter	31	44	45	42
Brochures	31	48	62	52
Video				15
News media			20	10
Former students	37	45	40	36
Your experience as Student	29	27	29	21
Contact Univ. Personnel	51	71	16	61
Counselor Newsletter			16	19
Students ask about GSU				
Frequently	71	80	63	71
Infrequently	26	19	36	26
Never	3		2	1
No Response		1		2
Helpful Information				
Catalog	71	66	86	83
Application	74	67	90	80
Academic programs	63	61	79	66
Honors Program	46	51	54	61
Housing	31	28	30	30
Financial Aid	83	79	90	86
Student Employment	66	51	53	40
Social Life	40	23	37	37
Counselor Workshops	69	62	50	49
Student Workshops	57	49	48	42
Parent/Stu. Reception			20	19
College Fairs			33	46
Newspaper Ads			9	8
Counselor Handbook			56	63
Tours				38
Ratings of Undergraduate Fields				
Art				
A	17	25	22	19
B	29	31	33	50
C	23	11	13	2
D	3			1
UN	17	17	26	52
NR	11	16	6	7
Business Administration				
A	57	77	73	73
B	20	6	15	12
C	14	1	2	2
D			1	
UN	6	2	5	6
NR	3	14	4	7

BEST COPY AVAILABLE

	1978	1981	1985	1990
Criminal Justice				
A	9	19	22	19
B	31	27	39	26
C	26	13	13	1
D				3
UN	28	25	21	45
NR	6	16	5	7
Health Sciences				
A	26	33	28	21
B	31	28	41	21
C	20	9	10	4
D		1		1
UN	17	13	16	47
NR	6	16	5	7
Humanities				
A	11	21	13	15
B	37	32	34	20
C	26	6	19	2
D		1	2	
UN	20	25	26	56
NR	6	15	6	7
Physical Sciences				
A	11	20	15	12
B	37	30	39	17
C	23	14	17	5
D			1	
UN	20	21	22	59
NR	9	15	6	7
Public and Urban Affairs				
A	14	20	19	32
B	28	24	32	18
C	20	9	14	3
D		3		1
UN	26	31	28	39
NR	9	16	7	7
Social Sciences				
A	9	17	13	11
B	34	41	36	19
C	23	7	21	3
D				
UN	23	20	25	61
NR	11	15	5	7
Teacher Education				
A	20	32	26	42
B	42	44	35	28
C	26	4	20	5
D	3	2	3	1
UN	3	5	10	18
NR	61	36	7	

	1978	1981	1985	1990
Evaluation of:				
Academic Quality/Excellence				
A	54	46	40	39
B	34	40	47	42
C	9	5	5	7
D	1			
UN	1	2	7	
NR	3	7	6	5
Administration				
A	22	35	25	21
B	27	39	36	35
C	26	14	13	6
D	9	3	4	1
U	3	7	14	32
NR	3	2	8	5
Admissions Information				
A	11	28	25	35
B	29	42	43	33
C	29	22	18	15
D	22	4	5	4
UN	6	2	2	9
NR	3	2	7	5
Admissions Process				
A	3	16	13	24
B	23	36	43	38
C	29	31	19	17
D	31	11	7	6
UN	11	3	9	10
NR	3	3	9	5
Advisement Process				
A	9	9	4	13
B	20	25	29	19
C	29	25	16	15
D	17	4	7	7
UN	22	29	36	42
NR	3	8	8	5
Athletics				
A	3	3	2	3
B	17	10	20	13
C	14	21	24	31
D	9	26	17	7
UN	54	32	26	42
NR	3	8	11	5
Financial Aid Availability				
A		10	10	10
B	20	35	35	25
C	31	25	19	27
D	20	3	3	2
UN	29	22	23	32
NR		5	10	5
Communication with Admissions				
A	6	31	23	22
B	26	31	36	22
C	26	17	14	26
D	23	8	9	8
UN	13	6	10	17
NR	6	7	8	5

	1978	1981	1985	1990
Developmental Programs				
A	3	16	10	10
B	23	28	35	31
C	14	13	15	17
D	6	2		3
UN	51	33	29	35
NR	3	8	11	5
Facilities				
A	29	39	29	22
B	46	38	44	38
C	11	16	17	15
D	11	2	1	5
UN		1	2	16
NR	3	4	7	5
Faculty Reputation				
A	26	38	27	27
B	45	44	47	41
C	20	9	10	10
D	6	2	1	1
UN	3	5	7	17
NR		2	8	5
Job Placement				
A	3	8	4	4
B	6	11	16	10
C	9	11	12	8
D	9	2	1	1
UN	70	56	55	73
NR	3	12	12	5
Library				
A	34	50	49	38
B	45	26	31	24
C	6	10	5	7
D	3	2	2	2
UN	9	10	6	24
NR	3	2	7	5
Minority Programs				
A			8	9
B			25	18
C			11	12
D			2	5
UN			42	53
NR			12	5
Parking				
A	3	8	7	1
B	6	16	18	16
C	25	34	26	30
D	60	38	37	35
UN	6	2	6	14
NR	2	3	5	
Personal Contact with Admissions				
A	8	38	21	22
B	3	26	34	30
C	20	13	18	13
D	26	8	6	10
UN	20	9	12	21
NR	3	6	9	5

	1978	1981	1985	1990
Personal counseling				
A	3	14	6	8
B	14	18	20	14
C	9	7	14	9
D	6	3		5
UN	65	49	48	59
NR	3	9	12	5
Public Outreach				
A	11	19	15	9
B	20	27	24	14
C	20	11	7	8
D	9	3	2	2
UN	37	27	40	63
NR	3	13	12	5
Recreational Programs				
A	3	4	4	8
B	23	16	23	17
C	11	21	15	7
D		3	4	1
UN	60	45	42	63
NR	3	11	12	5
Recruitment Process				
A		23	13	15
B	23	26	33	21
C	29	33	29	16
D	34	8	8	10
UN	11	5	9	33
NR	3	5	8	5
Registration				
A	6	14	10	25
B	20	28	27	16
C	23	20	20	22
D	31	5	9	4
UN	17	27	25	29
NR	3	6	9	5
Safety				
A			7	8
B			16	24
C			25	26
D			8	7
UN			33	30
NR			11	5
Student Activities				
A	3	6	4	7
B	31	21	28	24
C	20	26	19	15
D		5	4	1
UN	43	34	34	48
NR	3	8	11	5
Student Fees				
A	14	13	11	12
B	34	21	28	28
C	20	21	24	11
D	6	6	3	4
UN	23	32	23	42
NR	3	7	11	5

	1978	1981	1985	1990
Student Orientation				
A			10	12
B			19	28
C			12	3
D			1	
UN			45	54
NR			13	5
Study Skills Program				
A	6	14	10	7
B	28	27	25	17
C	11	12	13	8
D	3			
UN	49	36	39	63
NR	3	11	13	5
Transcript/Records				
A	11	12	11	15
B	20	27	26	27
C	14	24	21	15
D	43	16	11	11
UN	9	15	23	27
NR	3	6	8	5
Vocational Counseling				
A	3	6	5	5
B	6	14	20	20
C	17	12	13	5
D	3	3	2	1
UN	68	56	48	66
NR	3	9	12	5
GSU Students vs. Others				
Above Average	14	26	32	34
Average	49	38	59	61
Below Average	3		1	2
UN	3	1	3	
NR	31	35	5	4
COUNSELOR CHARACTERISTICS				
Gender				
Male	37	38	34	24
Female	63	62	62	74
NR			4	2
Age				
20-29	6	4	1	
30-39	51	34	30	15
40-49	31	24	32	49
50-59	3	25	18	30
60-69		6	2	6
NR	9	7	17	
Minority Status				
White	69	78	73	77
Black	28	20	21	19
Other	3			1
NR		2	6	4
Highest Degree				
Bachelor's			1	
Master's	40	49	43	36
Specialist	43	42	44	53
Doctorate	3	2	5	8
NR	14	7	7	4

	1978	1981	1985	1990
Years as Counselor				
0-1		1	4	
2-4	9	16	10	13
5-9	11	25	21	16
10-19	51	51	45	37
20+	29	7	14	35
NR			6	
Attend GSU?				
Yes, degree			25	35
Yes, no degree			33	21
Never attended			36	39
NR			6	3

APPENDIX A

SURVEY INSTRUMENT

Georgia State University
Survey of High School Counselors

Georgia State University is conducting a study of its public image through many groups. Your candid assessment will be of benefit to the institution in planni for present and potential students. Please check the appropriate block or write in where more information is requested.

CHARACTERISTICS OF YOUR HIGH SCHOOL

Grades _____ through 12

1990–1991 Enrollment _____

Racial composition
_____ % White
_____ % Black
_____ % Asian
_____ % Hispanic
_____ % Other

Type of location
☐ City/urban
☐ Rural
☐ Suburban

Type of high school
☐ Public
☐ Private

County where located _____

Size of 1990 graduating class _____

Distance from Georgia State University in miles _____

Percentage of graduates who plan to attend college _____%

GENERAL QUESTIONS

Have you received information about Georgia State University in the last year?
☐ Yes
☐ No

If "Yes," please check sources from which you received it.
☐ *Catalog*
☐ Admissions office newsletter
☐ Student recruitment brochures
☐ Student recruitment video
☐ News media
☐ Former students
☐ Your own experience as a student
☐ Contact with university personnel
☐ Counselor newsletter

How often do your students ask about Georgia State University?
☐ Frequently
☐ Intrequently
☐ Never

Please indicate the types of information you would find helpful in your counseling.
☐ *Catalog*
☐ Application/admissions procedures
☐ Academic programs
☐ Honors Program
☐ Housing/residential availability
☐ Financial aid/scholarships
☐ Student employment/placement
☐ Social life
☐ On-campus workshops for counselors
☐ On-campus workshops for high school students
☐ Off-campus parent/student reception
☐ College fairs
☐ Newspaper ads
☐ Counselor handbook
☐ Campus tours

The fields below are undergraduate offerings at Georgia State Universit How do you assess the reputation of these offerings? (Please place a lett grade in the appropriate box.) A = Excellent, B = Good, C = Average, D = Poor, X = Unknown

_____ Art
_____ Biological Sciences
_____ Business Administration
_____ Chemical Sciences
_____ Communication
_____ Computer Science
_____ Counseling Education
_____ Criminal Justice
_____ Curriculum and Instruction
_____ Finance and Accounting
_____ Geography
_____ Health Sciences and Professions
_____ Hospitality Administration
_____ Humanities
_____ Insurance
_____ Languages
_____ Management
_____ Music
_____ Nursing
_____ Physical Sciences
_____ Pre-Medical
_____ Pre-Law
_____ Public and Urban Affairs
_____ Social Sciences
_____ Teacher Education

Please continue on the reverse side of this page

Based upon the information you have, what is your evaluation of Georgia State University on the following factors? (Please place a letter grade in the appropriate box.) A = Excellent, B = Good, C = Average, D = Poor, X = Unknown

_____ Academic quality/excellence	_____ Faculty reputation	_____ Recruitment process
_____ Administration	_____ Help with locating housing	_____ Registration process
_____ Admissions information	_____ Job-placement process	_____ Safety
_____ Admissions process	_____ Library	_____ Student activities
_____ Advisement process	_____ Minority programs	_____ Student fees
_____ Athletics programs	_____ Parking	_____ Student orientation
_____ Availability of financial aid	_____ Personal contacts with admissions office	_____ Study skills program
_____ Communication with admissions office	_____ Personal counseling	_____ Transcripts/records proce
_____ Developmental programs	_____ Public outreach programs for community	_____ Vocational counseling
_____ Facilities	_____ Recreational programs	

If you can capture your description of Georgia State University in just one word, please write that word here. _____

Check the description of students that you feel is most appropriate.

When compared to students attending other institutions (universities, senior colleges, junior colleges) in the state, Georgia State University students in scholastic ability are:

- ☐ Above average
- ☐ Average
- ☐ Below average
- ☐ Unknown

Compared to other institutions in the state, how would you rate the overal quality of Georgia State University?

- ☐ Above average
- ☐ Average
- ☐ Below average
- ☐ Unknown

At Georgia State University, minority students compose what percentage of the total enrollment?

- ☐ 10%
- ☐ 20%
- ☐ 30%
- ☐ 40%
- ☐ 50%
- ☐ 60%
- ☐ 70%
- ☐ 80%

The average age of undergraduate students at Georgia State University is:

- ☐ 20
- ☐ 22
- ☐ 24
- ☐ 26

In this space, please write any additional comments you may have regarding the admissions/recruitment process at Georgia State University.

In this space, please write any additional comments you may have about how you perceive the public image of Georgia State University.

List two ways Georgia State University could enhance its services.

YOUR PERSONAL CHARACTERISTICS

Sex
- ☐ Male
- ☐ Female

Age _____

Race
- ☐ White
- ☐ Black
- ☐ Asian
- ☐ Hispanic
- ☐ Other

Highest degree
- ☐ Bachelor's
- ☐ Master's
- ☐ Specialist
- ☐ Doctorate

Years of experience as a counselor _____

Is counseling your primary responsibility?
- ☐ Yes
- ☐ No

Have you ever attended Georgia State University?
- ☐ Yes, received a degree
- ☐ Yes, but did not receive a degree
- ☐ No

What colleges are chosen most frequently by your students?

1. _____ 2. _____ 3. _____

If you are willing to identify yourself, please do so below.

35

_____ (Name—please print)

_____ (School)

THANK YOU VERY MUCH. WE VALUE YOUR OBSERVATIONS REGARDING OUR INSTITUTION.

APPENDIX B

WRITE-IN RESPONSES

ADDITIONAL COMMENTS REGARDING ADMISSIONS/RECRUITMENT PROCESS

I feel the admissions process has greatly improved in the last 3 to 4 years. The processing of paper seems to be much more efficient.
(Cobb)

Our students traditionally have been treated very personally in the admission process. There has neither been lost transcripts, lost admission applications nor scheduling problems as with Dekalb.
(Walton)

I am a former Georgia State student, so of course, everything is super fine.
(Bibb)

We do not have the contact with Georgia State that we once had from recruiters. It was not like this in the past.
(Cobb)

I have requested visits by an admissions representative, but have never received a visit.
(Chatham)

Use more successful graduate sponsors more on campus activities.
(Fulton)

People from admissions have always been helpful.
(Gwinnett)

We'd like to have a visit from an admissions officer to recruit juniors and seniors.
(Dekalb)

Very good and efficient.
(Dekalb)

I have seen little recruitment at my school. It seems the admissions office continually loses the students' high school transcripts.
(Cobb)

Materials are not sent when requested by phone or in writing. Recruiters are rude and demanding.
(Gwinnett)

College rep made an appointment with our school this fall and never showed up or called to cancel.
(Cobb)

Calling Georgia State by phone is very frustrating.
(Gwinnett)

I do not know enough.
(Laurens)

We have very few students to attend GSU, however, there have been no admissions problems with any of them. I feel the office is very efficient.
(Houston)

We have very little contact with Georgia State admission/recruitment (only at Probe).
(Chatham)

I am new in this community. Here a lot of students are interested in GSU, but this is a school that I am really not familiar or comfortable with. Perhaps I need to visit you, but going "downtown" is difficult for me.
(Gwinnett)

We have very little interest from our students regarding GSU.
(Haralson)

In general I have a positive view of GSU.
(Pierce)

I send no students as freshmen to Georgia State. This is not my decision. The reasons are: no dorms - Big City location, etc. Since this is a rural area students are reluctant to enter a University. They appear to do better at a smaller college. Georgia State could enhance its services by making students aware of your help in locating housing as well as your outstanding programs and financial aid.
(Union)

I know very little about Georgia State University.
(Chatham)

Your PROBE reps are very knowledgeable and helpful.
(Rockdale)

I feel I know very little since I've never had a representative from Georgia State at my school.
(Hall)

Although we have a number of students who attend GSU after graduating from our high school, we seldom/never see recruiters and are often unaware of GSU services or programs for our students.
(Henry)

We need additional materials.
(Carroll)

My personal experience when considering enrollment to work on a specialist degree was not good. I received very little help and, in fact, felt that there was a general apathetic attitude regarding admission to the program at that time. I subsequently attended a very humane and cooperative program at West Georgia to get my 6 year degree. That experience helped form my opinions about admissions at Georgia State. I know that I have noticed that undergraduate admissions seems to present a much more inviting atmosphere than what I experienced. I have found undergrad admissions to be very helpful and cooperative.
(DeKalb)

People who answer the phones are not always knowledgeable and helpful; Jane Harlin is the best.
(Gwinnett)

Very limited experience; therefore difficult to critique.
(Miller)

I would like to see Georgia State become more selective in admissions policy - marginal students should go to Junior or smaller colleges.
(Gwinnett)

I am not that familiar (with GSU) because we have not had many students to attend.
(Madison)

The admissions staff are very helpful.
(Henry)

It is still a difficult commute for freshmen.
(Cherokee)

Aside from our PROBE Fair, I've never been contacted by a GSU recruiter (however, this is only my 2nd year here).
(Jackson)

Need to become more active.
(Cobb)

Admissions and recruitment process excellent; admissions personnel are excellent.
(Fulton)

I do not hear much from your institution.
(Morgan)

I have never attended Georgia State because I did not want to drive downtown. I have a very positive perception of your school and I encourage students to attend.
(Douglas)

I do not mean to be critical. The lack of sufficient residences for students deters students from our school attending GSU. Parents are reluctant to have their 18 year-olds unsupervised in Atlanta.
(Toombs)

Recruitment is virtually unheard of, at least in this Dekalb school.
(Dekalb)

I have never had an opportunity to talk with an admission/recruitment officer.
(Bulloch)

I know very little about this process except through the PROBE Fair and Counselor Workshops. The representatives are personable, friendly and knowledgeable.
(Barrow)

Very little recruitment in our area.
(Whitfield)

You have the reputation of giving students a chance.
(Whitfield)

We have a large number of graduates attending Georgia State. I feel many more would choose GSU if they could live on campus -- away from home.
(Cobb)

I'm not a senior counselor so I don't see all the information. I do know by reputation that Georgia State is excellent.
(Appling)

Recruitment is poor in South Georgia. Graduate program admissions personnel are not helpful, and in the Law School they are almost rude.
(Lowndes)

It would help if you would send recruiters (admissions counselor) to the high schools for visits with students and counselors.
(Richmond)

Very little recruitment is done at my school.
(DeKalb)

I have no knowledge of the process.
(Baldwin)

Come and recruit in the schools, offer scholarships, and send out more brochures off to schools.
(Clarke)

Although an excellent school, I encourage students to transfer to GSU in their junior year or attend a graduate program.
(Glynn)

You just don't keep consistent contact with our school/students. Your name is not identifiable.
(Fulton)

Never see a representative down here, but get inquiries from students.
(Macon)

GSU (Columbus College), made it possible for me to earn a Specialist degree with excellent provisions, classes, instructors, etc.
(Muscogee)

We need easier access by telephone.
(Fulton)

Very professional.
(Dekalb)

My complaint is against the people who answer the phones. They are very rude and uncooperative. It gives you a bad taste in your mouth for GSU forever!

Very good!
(Jackson)

Our counseling office has received no applications or catalogues this year.
(Gwinnett)

Georgia State has very little recruitment at my school.
(Rockdale)

Could be more helpful.
(Gwinnett)

I have no knowledge of recruitment procedures as I have not been contacted.
(Stephens)

I am only 57 miles away and would like to see a representative in my school at least twice yearly.
(Hall)

Have had several transcripts lost or misplaced.
(Cobb)

Have enjoyed the availability and courtesy of admissions personnel.
(Cobb)

Needs to be more involved or interested in high school juniors and seniors.
(Fulton)

The office help needs to be more careful in retaining and associating transcripts from high schools with student applications.
(Fulton)

Your registration for classes is the smoothest of any college I know.
(Gwinnett)

Limited recruitment effort at Frederick Douglass High School.
(Fulton)

Former students say they get very little help. They are mostly on their own to choose correct courses.
(Spalding)

I feel Georgia State has an excellent reputation in the community and is open to a wide variety of students.
(Douglas)

I just really don't know much about Georgia State. Our school is new and has had only two graduating classes. Of those, if anyone wanted BIG, they went to Athens.
(Hall)

The ones I have met in the office are very pleasant.
(Cherokee)

TWO WAYS GSU COULD ENHANCE ITS SERVICES

Maybe more counselors receiving more publicity would make everyone aware of offerings.
(Fulton)

Do school visits/college on Career Day plus an individual visit to the H.S. where you have students from that attend Georgia State.
(McDuffie)

I'm not sure because your funds are limited.
(Tattnall)

Dorms
(Glynn)

Be as businesslike in operation as the business department operates.
(Dekalb)

Small classes
(Fulton)

Improve parking, improve placement.
(Troup)

Form a bi-racial committee to identify problems and come up with solutions.
(Newton)

Give more information to students about the social aspects that would make a first time college student feel they would have a college life.
(Cobb)

Security for night class participants.
(Walton)

Provide information about housing for freshmen.
(Muscogee)

Invite counselors to come to visit, tour and have workshops at the university.
(Newton)

Additional parking; off campus services to other counties.
(Bibb)

Dormitories
(Heard)

Respond to applicants letters; computerized system for admissions; more contact with local schools.
(Cobb)

Improve outreach programs -- become more visible in public schools; keep schools abreast of success of graduates.
(Fulton)

Become more selective in admissions; dorms.
(Dekalb)

Provide dorms.
(Dekalb)

More suburban campuses (in Gwinnett)
(Dekalb)

Athletic Program needs to be emphasized more -- it could really be good if promoted.
(Gwinnett)

More publicity to counselors; free gifts to students with GSU emblem, such as pens, pencils, etc.
(Union)

Have more and better parking; possible computerize the process; more positive PR.
(Cobb)

Recruitment visibility; send catalogs to high schools.
(Floyd)

Visit to schools by personnel. I have just called GSU to get information about the Law School. The people who answered the telephones were very cold and unwilling to help; an improvement in their attitude might help Georgia State's image.

Campus days for counselors.
(Henry)

Georgia State is typically not easily accessible.
(Gwinnett)

Small classes, adding a more personal touch to registration.
(Spalding)

Unsure
(Laurens)

Provide programs in the high schools of up and coming information being researched.
(Crisp)

Do more active recruiting.
(Richmond)

Mail a listing of all summer programs to schools.
(Dekalb)

High school visitation - higher visibility publicly.
(Houston)

When invited to a College/Career Fair, GSU should send a representative to recruit students; GSU should send out scholarship information to the school if they want to recruit.
(Washington)

I wish you hadn't closed the Ft. Benning Office.
(Muscogee)

College advisement should be more personalized once the student has enrolled.
(Dekalb)

High school visits; news media - PR.
(Chatham)

Publicize its programs; expand athletic facilities and offerings.
(Haralson)

Sharing video presentations about total university offerings.
(Muscogee)

More counselor contact.
(Dekalb)

Please contact this school and send information.
(Mitchell)

Advertise its strongest major offerings.
(Pierce)

Has GSU added any dorm facilities?
(Coffee)

More personal contact; more campus visitation.
(Henry)

Send surveys to students who have attended the institution, others don't know.
(Coweta)

Recognize the state outside Atlanta beside PROBE.

Sponsor local meeting for High School Counselors; attend PROBE Fairs.
(Chatham)

Security and parking.
(Rockdale)

Make more high school visits.
(Hall)

Better parking facilities; provide more social opportunities during the daytime for college-age students.
(Cobb)

Build housing; improve image relating to helping students just out of high school.
(Cobb)

Provide speakers for high school groups of interrelated students on life at GSU, financial aid, etc.; provide on-campus seminars, tours, etc. for counselors.
(Henry)

Send us information and videos.
(Carroll)

Small town students who would attend GSU are afraid of downtown Atlanta; safe housing.
(White)

Videos to counselors; posters to display for students.
(Miller)

Perceived as impersonal and difficult to process records, get information, etc.
(Clayton)

To approve a date for a recruiter to visit our campus; have a Counselor Day on campus.
(Peach)

I am not sure.
(Madison)

Shuttle bus to CCT
(Cherokee)

I would like to know how I can interest my students in attending a school in "far away" Atlanta when I'm not familiar with housing possibilities.
(Jackson)

Better admissions process; improved records management.
(Cobb)

Send us literature.
(Morgan)

Provide dorms or other type housing.
(Emanuel)

Residences
(Toombs)

Getting out to the schools; rescinding the student activity fee.
(Dekalb)

Winder is not far from GSU. We would love to have a representative visit our school.
(Barrow)

Emphasize safety of campus.
(Whitfield)

Have more frequent personal contact with counselors; have more workshops or in-service for counselors.
(Whitfield)

Public relations; minority recruitment.

Emphasize the campus life; add more dormitories with programs that "sell" parents on dorm living.
(Cobb)

More personal contact with high schools in South Georgia; secretaries and personnel who take phone inquiries should be more interested and polite.
(Lowndes)

Dormitories; parking
(Berrien)

Send college representatives to high schools; send letters/brochures to counselors showing all facets of your school environment (academics, campus life, housing, etc.).
(Richmond)

Doing a real good job as an urban university!!
(Carroll)

Over the years lost high school transcripts were the norm. We always planned to send multiple records for students who applied to GSU. I must say that process has improved drastically!
(Dekalb)

Offer satellite courses in the Middle Ga. area.
(Monroe)

Building several high rise dormitories.
(Glynn)

Improve the Alumni Services -- do more advertising of Georgia State's strong points.
(Clarke)

It takes a special young person to handle the drastic change.
(Glynn)

Better contact with public high schools; admissions rep to visit school.
(Richmond)

Provide for dormitory living in the campus area or on the campus.
(Dougherty)

Build dormitories
(Thomas)

More consistent contact through representatives; greater effort in "courting" our kids.
(Fulton)

No change needed.
(Coffee)

Housing is a problem for our students.
(Macon)

Publicity

Be helpful, having a caring attitude.

Cannot really think of any beside improve parking.
(Muscogee)

Dorms
(Muscogee)

Housing; parking
(Henry)

Make clear to high school counselors: (1) financial aid available (early); (2) majors that GSU are strongest in.
(Douglas)

School visits.
(Rockdale)

More satellite sites for graduate course work; phase out Freshmen and Sophomore programs.
(Dekalb)

School visitations; contacting senior counselor.
(Stephens)

Provide housing for undergraduates.
(Cobb)

Safety of campus.
(Cobb)

Change its image from that of a "research/publication" school to a "teaching" school.
(Clayton)

More of a personal touch if possible.
(Forsyth)

Don't look down on anyone student or visitor who isn't paid by GSU.
(Gwinnett)

Improved recruitment; more financial aid.
(Fulton)

More information to local newspapers and media.
(Butts)

Add housing.
(Floyd)

Parking (especially for graduate students who come directly from work and are unable to ride MARTA (due to time element); there should be some provisions made for graduate parking.
(Fulton)

You all do so much now, I can't think of any.
(Douglas)

Move to the suburbs.
(Cobb)

More parking; night safety; caring records people.
(Clayton)

More student activities.
(Spalding)

Visit rural campuses -- especially South GA; Dorms!! This keeps some of our students away.
(Irwin)

Transportation; parking help and special recruitment event - like UGA - with all departments involved.
(Cherokee)

It would help us if we had two catalogs and a supply of application blanks.
(Bibb)

ADDITIONAL COMMENTS, HOW YOU PERCEIVE THE PUBLIC IMAGE OF GSU

Georgia State is well thought of.
(Fulton)

Excellent!
(Dekalb)

I've heard registration and admission are the "pits" -- lack of coordination, etc.
(Dekalb)

Very good.
(Fulton)

Students and significant others have described Georgia State as having a racist environment and as being an impersonal paper mill. Not really designed for student directly out of high school.
(Newton)

I feel that it is an excellent university, but serves mostly local students. It sometimes does not meet the needs of 17 and 18 year-old students, or they perceive that it will not.
(Cobb)

Getting to the campus and parking and walking alone to class has always been the only deterrent I have personally.
(Walton)

Excellent school.
(Dougherty)

Steadily progressing.
(Bibb)

It is "downtown" Atlanta -- that is somewhat negative (security, safety, parking, access).
(Heard)

It is a low cost excellent university. The location is super, and it makes it possible for all to be educated, and is convenient to working persons.
(Fulton)

I'd like to learn more about the other areas of the university besides the business school. I'm sure some other departments are strong too.
(Dekalb)

If students are serious about education, Georgia State is perceived as an excellent choice.
(Gwinnett)

Very good
(Dekalb)

Very good, especially in business.
(Gwinnett)

I feel Georgia is an excellent choice for many of our students. Overall GSU has a very positive public image. Students can get a good education at a reasonable price.
(Cobb)

Former students state that GSU lacks the personal touch; that its often uncaring about its students and too big to spend time with students.

We had a speaker from GSU on college profile from admissions -- he was excellent.
(Gwinnett)

Second year counselor, need more information.
(Laurens)

I believe that GSU is an excellent institution of higher learning, however, I am not familiar enough with the various programs to be specific.
(Houston)

An excellent academic program.
(Chatham)

My responses are limited because I am the counselor for the ninth grade class.
(Muscogee)

The students see GSU as having no real campus life.
(Chatham)

Am really not familiar or comfortable with, perhaps I need to visit you but going "downtown" is difficult.
(Gwinnett)

Lack of on campus housing makes it unattractive to many from our area.
(Haralson)

Positive.
(Muscogee)

In general, I have a positive view of GSU.
(Pierce)

My perception of it is that it is a very fine university with an older student population.
(Coffee)

An up and coming institution.
(Henry)

Could improve by having special programs and/or conferences for counselors so they can answer the questions.
(Coweta)

Excellent urban university.
(Rockdale)

I feel the public image is more of a graduate school than an undergraduate one.
(Hall)

Somewhat impersonal.
(Cobb)

Excellent learning environment; a degree from GSU is worth having.
(Henry)

A problem exists in housing.
(Catoosa)

It is a good college.
(Carroll)

I think many students perceive Georgia State as being too big to care about individuals.
(DeKalb)

Solid academics, variety of majors.
(Gwinnett)

A school composed primarily of students who live and work in the Atlanta commuting area. Most have full-time jobs and do part-time college.
(Miller)

Perceived as impersonal and difficult to process records, get information, etc.
(Clayton)

Should go to junior or smaller colleges.
(Gwinnett)

Very good!
(Douglas)

Recruiter should contact: Susan Pearson, Peach County High, 900 Campus Drive, Fort Valley, GA 31030; (912) 825-8258.
(Peach)

Image is good.
(Madison)

Perceived as dangerous at night.
(Rockdale)

Most of what I know about GSU is based upon the experiences of friends. I also have a sister who received her Master's degree from GSU.
(Jackson)

National reputation in business.
(Cobb)

Excellent graduate school, however, nonsensitive to minorities and their concerns at the undergraduate level.
(Fulton)

I hear it is good but nothing specific.
(Morgan)

My knowledge of GSU is through college reps. and friends who have graduated there.
(Barrow)

Unknown.
(Whitfield)

It is mostly appealing to urban and suburban students.
(Whitfield)

Georgia State has an excellent image and excellent programs. All you need is housing.
(Whitfield)

Not very much is heard about GSU unless you are a resident of Atlanta.

Many view going to GSU more like "having a job" than attending school -- due to the location and not having a traditional campus.
(Cobb)

I have been in Georgia only three years and do not know much about your university.
(Richmond)

I feel all of your offerings are excellent, but it is purely from contact with friends who have attended. Our students choose the colleges listed below because of the closeness to home.
(Candler)

When I applied to graduate school many years ago, Georgia State lost my transcripts twice. By the time the admissions office found everything and admitted me, I was already enrolled and attending graduate school elsewhere.
(Dekalb)

Put more into the basketball program such as: money, recruit better players, get a winning coach -- offer more short courses for the community at large and teachers.
(Clarke)

A fine school.
(Cobb)

Excellent Business and related departments but average or unknown in other departments.
(Walker)

I do not feel good sending a student to Atlanta as a freshman to GSU to contend with City life, transportation and college life all at once. It takes a special young person to handle the drastic change.
(Glynn)

I am unable to give accurate responses to the above questions without proper research of the college.
(Washington)

Georgia State has a very good graduate program.
(Dougherty)

To our high school kids you offer no escape from home, where they have enough sense to transfer they find out first hand how good GSU is.
(Fulton)

My impression is that Georgia State has a respected graduate degree program. I know very little about undergraduate programs.
(Whitfield)

I have attended Georgia State (1971-72) and consider it an excellent school.
(Macon)

I perceive GSU as a college for graduate students or commuter students, rather than a "campus atmosphere" like University of Georgia, etc.
(Dougherty)

Cold.
(Richmond)

People are rude, expect you to know more than you do and act disgusted when you ask questions. **Very rude!**

Students talk about the undesirable location of the school so we don't talk much of it; encourage graduate work there.
(Muscogee)

Excellent reputation, difficult for parents from a rural town like Jefferson to allow students to attend as a freshman and no board facilities.
(Jackson)

Safety concerns related to parking concerns. Marta is unacceptable for single females at night.
(Gwinnett)

I perceive that you don't need our students.
(Stephens)

Big, cold and impersonal.
(Cobb)

Always hear good things about the business school.
(Cobb)

Georgia State is an excellent university which strives for top performance from its students -- I think GSU needs to publicize its strengths more openly and offer more lectures, programs, and courses in other areas of the state.
(Clayton)

Too busy to care about individuals -- everyone must do busy paperwork.
(Gwinnett)

Positive.
(Fulton)

My son attends your Law school, and I feel that you need to let people know more about your specialty programs.
(Butts)

GSU's public image is good. It has a strong academic reputation and nationwide recognition as a fine institution of higher learning.
(Cobb)

Some people with whom I have spoken are leery of attending Georgia State because of its location.
(Floyd)

An excellent city university despite some difficulties with location and housing.
(Floyd)

GSU has a good reputation. Public relations could be done to assure the public of its safety. Many perceive it as being unsafe since downtown.
(Fulton)

It is good -- the one negative comment I hear most often is location, especially when taking classes at night.
(Douglas)

Good.
(Cobb)

I see GSU as a "big city" university, not for students who want a strong "college life" identity, but very appropriate for those (with CPC credentials) who want to study.
(Hall)

My perception is not as important as that of students. They feel that GSU is too much in the city, and they worry about crime (or maybe their parents do).
(Gilmer)

MISCELLANEOUS COMMENTS

* Counseling Education - People from this program have a very assertive attitude. It needs improving. (I work with many graduates of this program.) The program needs to work with the individuals on their behavior and attitudes toward others.

* Advisement process - my students sometimes get poor information.

* You send students to DeKalb for this, according to my experience.

  (Gwinnett)

* Personal contact with Admissions - Personally I have had unsatisfactory contact with recent personnel.

* Admissions process - Once an A, but to get in is not always pleasant.

  (Fulton)

* Facilities - Except no dorms.

  (Floyd)

* Counseling Education - I have heard some good things about the Counseling Psychology area. Since I am considering entering the Ph.D. program in Counseling Psychology, I have been particularly interested in that area; I have heard horror stories about the Doctoral Programs.

  (Floyd)

* How often do your students ask about GSU - Occasionally

  (Forsyth)

* Counseling as your primary responsibility - I am now a drug counselor in the school systems and do not handle college entry; however, I was a high school counselor for several years before recently entering the drug field.

  (Clayton)

* Parking - Extremely poor.

* Safety - Need to upgrade for females.

  (Gwinnett)

* Colleges chosen most frequently by students - In addition to the 3 listed, Georgia State, University of Georgia, and Berry.

  (Douglas)

* Evaluation of GSU - I do not know enough concerning specifics to evaluate other factors.

* Description of GSU - Good academic school in urban environment -- needs campus dorms.

(Muscogee)

* Years of experience as a counselor - 15 years in Business Education.

(Peach)

* Student recruitment video - Would like one! Check-out videos are very influential on students and popular.

(Macon)

* Help with locating housing - Major problem; location and housing is major reason for rejection.

(Whitfield)

* Have you ever attended GSU - Received 3 degrees, Am I prejudiced? YES!!

(Fulton)

* Student recruitment video - Would like to have one.

* Type of information you would find helpful - applications, and attending PROBE Fair.

(Ben Hill)

* Student Fees - Athletic fee for part-time grad students is absurd.

(DeKalb)

* Your own experience as a student - Husband was a student and a graduate.

* I called the school or university for a catalog a couple times. I never received one for my own personal use.

(Fannin)

* Personal contacts with Admissions Office - Jane is the greatest! Otherwise it is not always great. Parking is a hassle! Phone responses and layout, size are also hassles!

(Gwinnett)

* Have you received GSU information in the last year - I'm not sure. We do not have an updated catalog or admission packet.

* How often do students ask about GSU - We have had a few students go to Georgia.

(Carroll)

* Pre-medical - To my knowledge, GSU does not have a true Pre-med program.

(Henry)

* What colleges are frequently chosen - Not a senior counselor, but think it's business and/or education.

(Hall)

* Have you received info about GSU in the last year - I am a middle school counselor.

(Floyd)

* How do you assess the reputation of the offerings of GSU - Not in a position to know.

(Chatham)

* Type of information you would find helpful - Brochures and posters.

(Muscogee)

* How do you assess the reputation of the undergraduate offerings at GSU - I am not familiar with other programs, only the reputation of business programs.

(Houston)

* How do you assess the reputation of the undergraduate offerings at GSU - Nothing has come to my attention in answering this question.

* College most frequently attended by your students - I really have very little information regarding GSU. I deal with 8th and 9th grade students.

(Hall)

* What is your evaluation of GSU based on given factors - Do not know enough about GSU to complete this part.

(Decatur)

* What is your evaluation of GSU based on given factors - Not enough information to make an evaluation.

(Laurens)

* Capture your description of GSU in one word - I really don't know much about GSU specifically, generally comments are favorable.

(Henry)

* Library - Based on limited contact and several years ago.

* Registration Process - I believe its improved.

(DeKalb)

* How often do your students ask about GSU - I've had one student in 8 years.

* Public outreach programs for community - I have no real knowledge except our Business Department considers GSU the best in Georgia.

* What colleges are chosen most frequently by students - If more of our students were interested in GSU, I'd know more about it.

(Wayne)

* Type of information you would find helpful - I'm mainly administrative.

* How do you assess the undergraduate offerings at GSU - Not sufficient.

(Cherokee)

* Have you ever received information about GSU in the last year - Yes, when requested!

* Capture your description of GSU in one word - I can't, but your admission processing staff is your weakest and rudest link.

(Gwinnett)

* What is your evaluation of GSU based on given factors - I have not had enough experience working with students attending or interested in attending to answer.

(Bartow)

* Colleges chosen most frequently by your students - As a school counselor, there is no way I could know this information.

(DeKalb)

* Housing/residential availability - Main reason for disinterest is lack of housing.

(Muscogee)

* Help with locating housing - A need for me.

(Dougherty)

* How do you assess the reputation of undergraduate offerings at GSU - I'm not familiar enough with GSU to make an assessment.

(Walton)

* How do you assess the reputation of undergraduate offerings at GSU - I have a general impression that GSU has an excellent academic reputation. However, I don't know the reputations of individual programs.

(Walton)

* Have you ever attended GSU - Yes, and working on a Doctorate.

(Troup)

* How do you assess the reputation of undergraduate offerings at GSU - Since I'm new to the state of Georgia, I am not able to comment.

(Glynn)

* What is your evaluation of GSU based on given factors - I'm not familiar enough with GSU to answer all of the above.

(Lee)

* Have you ever attended GSU - Yes, when it was Atlanta Division of the University of Georgia.

(Bibb)

APPENDIX C

COUNSELOR CHARACTERISTICS

Response Percentages by Location. Respondents tended to be female (70%), white (80%), and between 40 and 49 years of age (49%). The highest degree held was most frequently a master's (47%) or a specialist (45%). However, Atlanta area counselors were more likely to hold a specialist degree (53%). The greatest percentage of respondents (41%) had between 10 and 19 years of experience as a counselor, and another 26% reported 20 or more years. A higher percentage of Atlanta counselors (35%) reported 20 or more years of experience as a counselor. The majority of respondents (93%) indicated that counseling was their primary responsibility.

Counselors in the Atlanta metro area were more likely to have received a degree from GSU than were respondents in general (35% and 19%, respectively). Only 39% of Atlanta counselors reported never attending GSU, while 59% of all respondents reported never attending the institution.

Response Percentages By Year. The percentage of male counselors declined from 38% in 1981 to 24% in 1990. The proportions of black respondents dropped from 28% in 1978 to 20% in 1981, but has been stable since that time. The percentage of counselors in the age bracket 30 to 39 years of age has declined from 51% to 15%, while the proportions of counselors in the 40 to 49 and 50 to

59 age brackets have increased in 1990 to 49% and 30%, respectively.

Counselors with specialist degrees have increased since the last survey from 44% to 53%. On the other hand, master's degrees declined from 43% to 36% for the same time period. Counselors with doctorates increased from a low of 2% in 1981 to 8% in 1990. The percentage of counselors with 20 or more years of experience has increased dramatically, from 7% in 1981 to 14% in 1985 to 35% in 1990.

In 1985, one fourth of the Atlanta area respondents had received a degree from GSU -- in 1990 the proportion had increased to more than one third (35%). In 1985 one third had attended GSU but not received a degree -- this percentage dropped substantially (21%) in the most recent survey.